

JOB DESCRIPTION

Speech Language Therapist

Position Details

Position Title:	Speech Language Therapist Permanent Full-Time Position
Salary Range:	\$67,491 – \$82,489 per annum
Location:	Royal Oak Office
Date Issued:	November 2024

Purpose of the Position

The Speech-Language Therapist, is a member of the Early Intervention Team of CCS Disability Action Auckland Region. The Speech-Language Therapist provides quality services that support the communication and eating and drinking abilities of children with disabilities, in collaboration with their families. Services are developed and delivered to reflect our commitment to supported lifestyles and community development and are in line with the organisations' strategic priorities document.

Reports to

Senior Coordinator – Early Supports

Staff Responsibilities

This role holds no line management responsibilities but may be expected to coach, support and performance appraise a defined number of support workers.

Functional Relationships

Internal to CCS Disability Action

- CCS Disability Action Early Intervention Team Members
- Other Speech Language Therapists and Early Intervention Teachers
- Service Manager
- CCS Disability Action Staff Disability Action Team
- Niho Tupu
- CCS Disability Action governance members
- CCS Disability Action Staff National Office and other Branches



External to CCS Disability Action

- People, their family/whānau and support networks
- Iwi, hapu and Maori organisations within the region
- Pacific people, fanau, aiga and matai and matua, refugee and migrant groups within the region
- Referral agencies
- Early Childhood Education staff and Ministry of Education staff
- School Staff
- Needs Assessment agencies
- Related disability and other community organisations
- Relevant health and medical services
- State sector agencies

Key Outcomes

The Speech-Language Therapist, is a member of the Early Intervention Team of CCS Disability Action Auckland Region. The Speech-Language Therapist provides quality services that support the communication and eating and drinking abilities of children with disabilities, in collaboration with their families.

Services will be delivered in line with the organisation's policies and procedures.

Key Tasks

Position Specific Tasks and Competencies- Speech Language Therapist

In addition to the general competencies above, the following key tasks and performance indicators outline the skills, knowledge and personal attributes required to achieve the outcomes for this position. Service delivery areas are linked to the Specialist Service Standards Service pathway (Ministry of Education 2015)

Key Results Area	Key tasks	Performance Indicators
Service Delivery <ul style="list-style-type: none"> Speech-Language Therapy is delivered in accordance with relevant NZSTA clinical guidelines and code of ethics. Service delivery reflects the MOE Specialist service standards: 		
Access/Engagement	Work collaboratively with EI staff to provide information regarding Early Intervention SLT service criteria and service delivery to prospective families/whānau and where necessary jointly determine eligibility.	Families/whānau are able to make an informed decision regarding their choice of Early Intervention provider. Children entering service meet eligibility criteria.
Assessment and Analysis Undertake an assessment of each child using a strengths based perspective. Document the assessment findings	Communicate assessment findings to family and other significant people Identify goals and develop a programme that addresses the Speech-Language Therapy needs of each child in line with parents/ whānau/ caregivers wishes, concerns, priorities and resources.	Assessments are carried out according to the needs of each child and their family, incorporating input from other team members and sources. Assessments are carried out in the usual contexts of the child. Assessment findings are documented in the child's records. The outcome of assessments are communicated to family / whānau in a way they can understand



Key Results Area	Key tasks	Performance Indicators
<p>Programme Planning and Implementation</p>	<p>Plan therapy provision in accordance with available evidence including NZSTA clinical guidelines/ CCS DA guidelines or others. Implement a Speech-Language Therapy 'programme' for each child in partnership with parents/whānau/caregivers/Early Childhood and support staff. Source or develop resources that support each child's needs. Maintain, upgrade and, or purchase equipment in line with child's needs, reflecting and respecting culturally appropriate practices, and relevant financial considerations.</p>	<p>Family priorities and goals for their child are reflected in each child's goals, programme and individual plan (IP). Goals are specific, measurable and achievable in the time frame specified. Maintain up to date SLT professional knowledge relevant to service provision Share information regarding the therapy 'programme' with family/whānau/other EI team members and support personnel for the child, so that positive outcomes are achieved. Participate in the development and review of each child's Individual Plan (IP). Provide relevant education/information and or training to family/whānau, significant people who support the child and the wider community in order to meet each child's communication/eating/drinking needs. Disabled children and their families/whānau are provided with the information necessary to make informed choices, to advocate and use their own skills successfully The child's community of support has access to the resources they need to deliver the Speech Language Therapy programme. Equipment is upgraded and maintained and purchased in line with EI budget.</p>



Key Results Area	Key tasks	Performance Indicators
Review	<p>Regularly review each child's progress, strengths, interests and needs.</p> <p>Identify the need for other professional/staff involvement and ensure processes for ongoing liaison.</p> <p>Develop and implement practices that reflect and respect cultural and linguistic diversity.</p> <p>Promote and model inclusive attitudes and strategies.</p> <p>Involve families/whānau in the evaluation of the services and make them aware of the process to give feedback or make complaints about the services received</p> <p>Manage caseloads appropriately.</p>	<p>Information is gathered via direct observation/intervention and from family/whānau/ Early Intervention teachers, Early Childhood staff and ESW's reports.</p> <p>Each child's programme is modified in accordance with progress and changing needs.</p> <p>Creative, flexible, responsive child/ family/whānau centered services are provided.</p> <p>Services focus is on achieving quality outcomes for disabled children and their family/whānau.</p> <p>Disabled children and their family/whānau are satisfied with how services are delivered.</p> <p>Caseloads are managed in accordance with contract requirements and EI/SLT team recommended practice and priorities.</p>
ORS Application process / transition to school	<p>Contribute to Ongoing Resourcing Scheme (ORS) applications and other relevant documentation</p> <p>Work effectively with other internal and external professionals and whānau to ensure smooth transitions to school for children.</p>	<p>ORS and other resource applications are written in the manner that meets the Ministry of Education requirements and is acceptable to whānau.</p> <p>Children and families/ whānau feel well supported at this time of transition with appropriate resources, information training</p>



Key Results Area	Key tasks	Performance Indicators
	Connect families with other relevant agencies/supports in a timely way.	and other necessary plans in place to support success at school.
Closure		<p>Families/whānau understand the changes in Speech-Language Therapy service delivery occurring around school transition and feel well supported through the transition.</p> <p>Information is exchanged with Ministry of Education staff regarding the needs of each child and family/whānau (ORS/current IP and other relevant material).</p> <p>whānau</p> <p>Alternative dysphagia service provision is secured if needed once the child is enrolled at school.</p>
New Services development	Identify gaps in services, barriers in communities and opportunities for new developments and communicate to Senior coordinator/ Service Manager	Gaps are regularly identified
Service Contracts	<p>Identify risks and communicate those to the Senior Coordinator/Service Manager</p> <p>Understand the service specifications of all relevant contracts</p> <p>Work together with others to ensure contract requirements are met.</p>	<p>Risks are identified and proactively managed</p> <p>Staff maintain training and knowledge to deliver quality, assessment in line with MOH requirements that result in appropriate equipment provision</p>



Key Results Area	Key tasks	Performance Indicators
	Achieve and maintain MOH credentialing requirements for Specialist Equipment Assessors if CAT 1 accredited.	
Service Quality	<p>Adhere to all organisational priorities, policies, procedures and practices</p> <p>Maintain membership of NZSTA by completing the CPD requirements and adhering to the code of ethics</p> <p>Agree on an annual work goals at annual performance review with Senior SLT Coordinator and review this regularly during supervision</p> <p>Report regularly to your Senior Coordinator SLT, engage in regular supervision sessions.</p> <p>Maintain up to date records, including electronic files and Benecura</p> <p>Participate in team meetings, as appropriate</p> <p>Participate in annual performance review</p> <p>Practices and processes meet service user needs, any service standard and contract requirements and reflect best practice.</p> <p>Participate in induction/orientation and on the job training within the first month of commencing employment and participate in on-going training, supervision or mentoring</p>	<p>The work is aligned to the organisational values and objectives.</p> <p>Membership of NZSTA is maintained</p> <p>Services are delivered in an ethical, efficient and effective manner.</p> <p>Fulfill the requirements of the performance review and professional supervision process.</p> <p>Maintain Benecura reporting within a 24 hour time period.</p> <p>E-files are up to date</p> <p>Understand, apply and be able to articulate the Supported Lifestyles and Community Development concept models and demonstrate understanding through ways of working.</p> <p>Individual strengths and areas for improvement are identified and a professional development program is in place.</p> <p>Service delivery complies with all legal, contractual and organisational requirements</p>



Key Results Area	Key tasks	Performance Indicators
	to undertake specific duties/tasks as needed.	We are known for our quality services and expertise in the areas of disabled children and families/whānau
Health & Safety	Ensure any concerns around child / adult safety and hazards and incidents are identified, reported, and managed in line with CCS Disability Action policies and procedures and work practices. This includes escalating concerns to Service Coordinators or the Senior Service Coordinator/Service Manager	Recognise safety issues for children, young people and vulnerable adults, respond to these and refer to appropriate supports / organisations (internal and external).
Community Links	Establish and maintain relationships with community agencies and groups with a responsibility for/ or connections with the people we support (including agencies working with Maori, Pacific and other communities) Seek opportunities for collaborations with other agencies to effect good outcomes for disabled people and their families/whānau Identify trends, concerns and issues and articulate to the appropriate agencies	Engaged and active relationships are in place with relevant agencies CCS Disability Action is an active partner in collaborative initiatives enhancing the rights of disabled people
Working Together within CCS Disability Action	Work collaboratively with other staff and participate proactively in initiatives to enhance our work Undertake other such duties/tasks as are allocated by and/or agreed with your Senior Coordinator/Service Manager.	Staff work effectively across all services, teams and across the region

Competencies

Interpersonal skills

To interact with others in a way that shows understanding of and respect for their feelings and concerns. It involves thinking about the effect of what they do and being able to change their behavior to accommodate the needs of others when this is appropriate. It also involves the ability to present a point of view in a way likely to lead to productive outcomes, anticipating and minimising unnecessary conflict, and identifying and using opportunities for resolution.

Communication skills (oral and written)

The ability to express thoughts and ideas clearly and effectively, to a range of different audiences and in a variety of formal and informal situations. It includes the ability to relate to people from diverse backgrounds including people with disabilities and people from different cultural backgrounds in a way that recognises and respects their background or culture.

Team Approach

An enthusiasm for working co-operatively with others and to build consensus to achieve a particular result.

It implies a flexible approach and a willingness to carry out tasks not normally part of their own role, in order to achieve organisational objectives. It also implies a willingness to make a contribution beyond their own particular role and responsibility when this is in the best interests of the organisation.

Service focus

Understanding of the importance of customers to the organisation and the ability to reflect this in all aspects of their work

Self management

Personal ability to identify what needs to be done, and to organise and motivate themselves to do it.

This includes proactively identifying potential opportunities or problems and to initiate action to address these, as well as being prepared to tackle areas outside their immediate experience or skill level to develop their ability. It includes taking personal responsibility for managing workload to produce quality work and meet deadlines, even when working on several projects at one time. Self management also requires approaching work with a focus on objectives, so that they are able to adjust their approach as requirements change, cope with setbacks while behaving appropriately at all times.

Sensitivity to context

Appreciation of the culture and complexities of the Not-For-Profit (NFP) and disability sectors and the workings of the Government sector, and the ability to work effectively within these environments to achieve the organisation's objectives.

Ability to relate to a diverse range of people

Ability to relate to a diverse range of people with and without disabilities in a way that affirms them as individuals i.e. recognising their rights, acknowledging their aspirations, being sensitive to their feelings and the practical and attitudinal barriers that they face day to day.

Commitment to bicultural development

Understanding of the position of Maori as individuals and as the Tangata Whenua, and of their individual and collective aspirations. Commitment to the principles of the Treaty of Waitangi and understanding the implications of these principles for all aspects of the operation of CCS Disability Action. Knowledge of and respect for Maori language and culture, and the ability to conduct oneself appropriately in a Maori cultural setting.

Our Organisation

1 in 4 New Zealanders live with an impairment; however, our society does not operate in a way where everyone can participate. This lack of participation can be due to a physical barrier; a barrier created by other people's attitudes and behaviours; or by a lack of access to information. These barriers create an environment that disables people.

CCS Disability Action is an organisation that supports people of all ages, and across the diverse cultures and disabilities in Aotearoa/New Zealand society. We have a role in removing the many barriers that disable people encounter.

CCS Disability Action builds our work around three core documents:

- United Nations Convention on the Rights of Persons with Disabilities
- Te Tiriti o Waitangi
- New Zealand Disability Strategy

These documents mean we work within a human rights framework. We partner with disabled people, their families and whanau, to ensure that people with disabilities are in the driver's seat in their lives, have a positive and connected life, and that their local communities are more inclusive.

In our work, CCS Disability Action connects with all parts of Aotearoa/New Zealand. We recognise Maori as Tangata Whenua, and are committed to being in relationships with Hapu and Iwi so that we continue to develop our ability to support disabled Maori and their whanau.

CCS Disability Action has a regional structure with local offices. We provide disability support to over 6,500 disabled people and their families each year. We run the Mobility Parking scheme which supports over 95,000 people to more easily access their local towns and facilities.

We measure success by our ability to connect people with disabilities with the range of life opportunities that every New Zealander might reasonably expect:

- belonging in a family or whanau
- learning
- having friends and relationships
- having choices about where we live
- having meaningful work and leisure opportunities
- participating in the community
- belonging culturally and spiritually in a way that has personal meaning

Our Foundation Statement

Te hunga hauā mauri mō ngā tāngata katoa

This statement forms the foundation of our identity and means that all people have Mauri, unique life force, and that we value every person equally.

Our Vision

Including All People

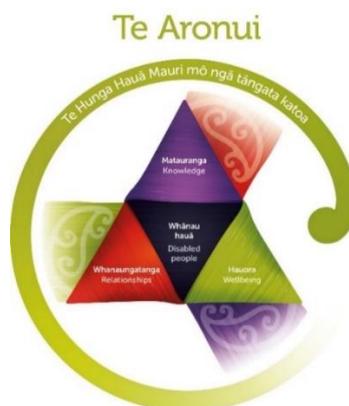
CCS Disability Action has a vision that every disabled person/whānau hauā is interwoven in the lives of their whānau and community.

To achieve our vision we are taking action to make Aotearoa/New Zealand a society where everyone plays their part to include all people - family members, friends, Hapu, Iwi, educators, health workers, business people, employers, councils, Government, community agencies and the public.

Our Purpose

To strengthen communities and provide support so people with disabilities are included in the life of their family and in their community.

Te Aronui - Our Strategic Priorities



Disabled people - whānau haua

Our purpose and focus. This sits centrally in Aronui as a reminder that everything we do will be underpinned by the self-determination of disabled people.

Matauranga – knowledge

All people have knowledge to contribute to our society. We recognise disabled people/whānau haua as the experts in their own lives. We will share our knowledge freely to ensure disabled people can access the information that they need. We also recognise that we benefit from receiving the knowledge that disabled people hold.

Whanaungatanga – connectedness

Understanding that all people and systems are interconnected. We will seek to identify connections between people and systems to ensure that disabled people have access to resources they need.

Hauora – wellbeing

Acknowledges that being 'well' means different things to different people. We will ensure that the voice of disabled people/whānau haua guides us ensure people can lead their own life, in their own way.

We value

- Mauri, the unique life force of each person
- Disabled peoples' leadership
- The connections of family, whanau, and community
- The common ground between us and our differences
- The allies and partners in our work

Signed:

___/___/___

Speech Language Therapist name:

Date

Manager name:

___/___/___

Date